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ABSTRACT

This report displays and briefly describes the set of professional competencies and other learning outcomes that comprise the objectives for elementary majors enrolled in the Indiana University competency-based teacher education program known as RELATE (Reading and Language Arts Teacher Education). This report is divided into 10 units and lists competencies and enablers for each topic, with the exception of unit one which provides an overview of the course and the content and process to be used. In conclusion, five affective goals are listed, along with the following general competencies that the students are expected to develop in addition to the unit competencies and enablers: (a) identify and correct inconsistencies between and among each step of the instructional process; (b) articulate a rationale for the decisions made at any given step of the process; and (c) abandon learned techniques and adopt, adapt, or invent new ones when circumstances warrant. (Author/PD)

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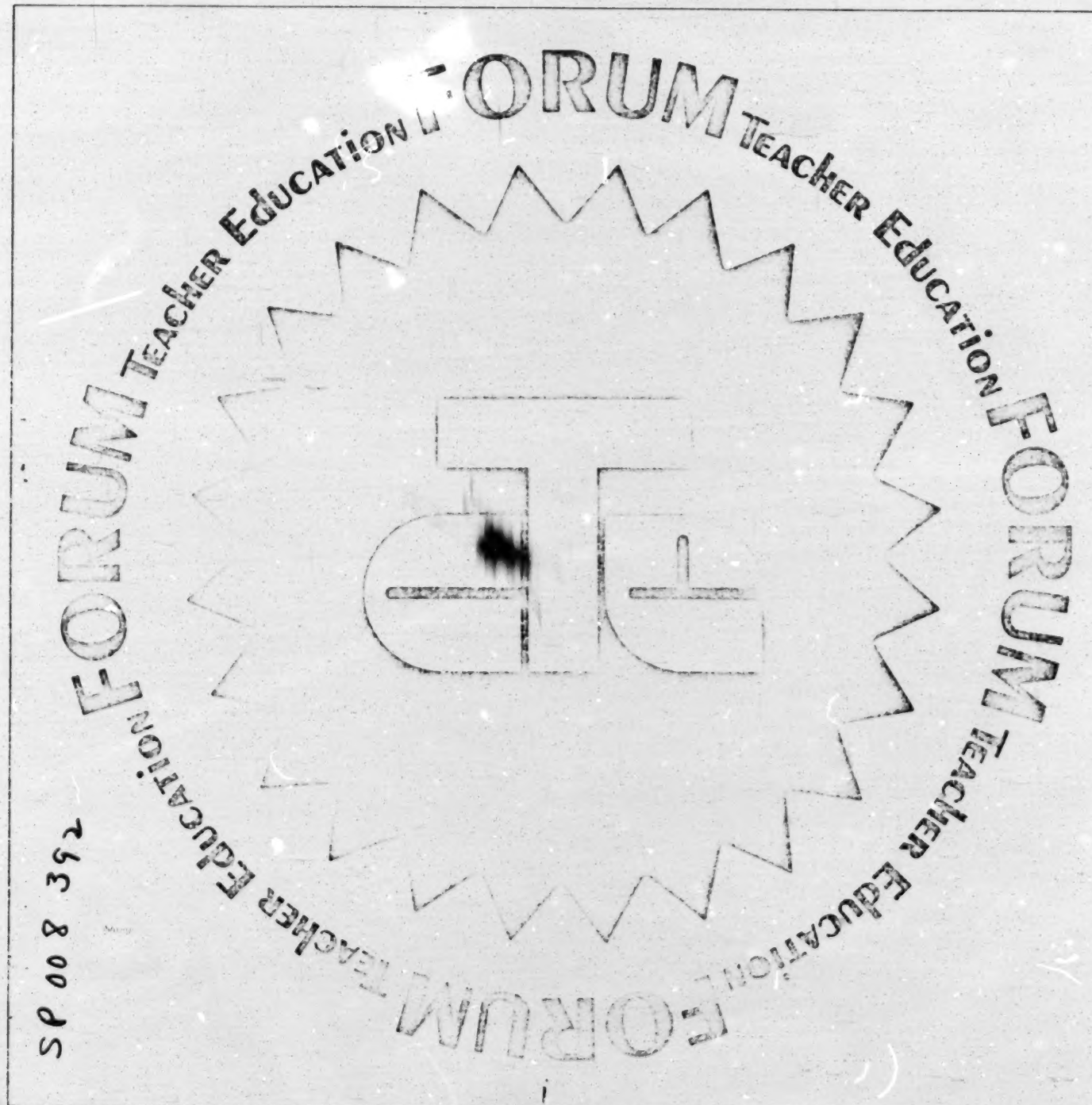

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RELATE COMPETENCIES AND ENABLERS STATEMENTS

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RELATE COMPETENCIES AND ENABLERS STATEMENT

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Introduction

The following pages display the set of professional competencies and other learning outcomes which comprise the objectives for elementary majors enrolled in the Indiana University competency-based teacher education program known as RELATE (Reading and Language Arts Teacher Education).

This list, which superseded earlier documents, represents the current thinking of the developers, but is subject to further revision. It is to be regarded as a working paper. Suggestions for revisions would be warmly welcomed.

The next page contains a schematic representation outlining the various units of the RELATE curriculum and illustrating the manner in which content and process components are interwoven with the units. The diagram is potentially expandable, i.e., new units may be added or new content or process topics may be introduced in future.

Many of these topics are first treated in Unit I (Overview) under the heading "Perspectives for Decision Making."

The remaining pages describe each subsequent unit in some detail. For each unit a list of "competencies" is provided. These are professional behaviors which the teacher-in-training is expected to perform with some sophistication during his study in RELATE and then sharpen during his professional career. The lists of "enablers" are included and illustrate background knowledges, understandings and behaviors which enable the teacher-in-training to achieve mastery of the competencies.

Note: Throughout the RELATE materials, competencies are designated by number (e.g., IVC2, which indicates Unit IV, Competency 2). Enablers are coded in the same way (VIIE1 is the first enabler in Unit VII). In Unit I the subdivisions are termed Perspectives and are designated as IP1, IP2, IP3, and so on.

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RELATE COMPETENCIES AND ENABLERS STATEMENT--THE RELATE CURRICULUM MODEL

CONTENT AND PROCESS PERSPECTIVES FOR DECISION-MAKING

RELATE INSTRUCTIONAL PROCESS		LANGUAGE	READING	OTHER LANGUAGE ARTS	LEARNING
UNIT XI	Revising				
UNIT X	Evaluating				
UNIT IX	Implementing				
UNIT VIII	Integrating the Learning Environment				
UNIT VII	Planning Use of Resources				
UNIT VI	Planning Organization				
UNIT V	Planning Strategies				
UNIT IV	Planning Learner Assessment				
UNIT III	Setting Objectives				
UNIT II	Diagnosing Learner Characteristics				
UNIT I	Overview				

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RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT I

Unit Description	Perspectives for Decision Making	
OVERVIEW	CONTENT	PROCESS
Introduction to content areas and the instructional process. Serves to motivate student to inquire into content and process of teaching.	1. Nature of language. Identify examples of given linguistic concepts in the linguistic environment of elementary children. 2. Nature of Reading/ Language Arts. Based on initial reading and discussion, formulate a personal definition of reading and language arts. Identify examples of reading and language arts in the behaviors of elementary children.	3. Nature of Instructional Approaches. Discriminate between instructional and non-instructional activities in the school situation. Observe instructional activities and discriminate between process and content instructional approaches. 4. The Decision-Making Process. Identify the components and types of decisions inherent in the RELATE Instructional Process. 5. The Teacher as an Instructional Decision Maker. Identify competencies whereby the teacher can become an instructional decision maker. State, in original terms, the place of decision-making in the teacher's instructional role.

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RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT II

Unit Description	Competencies	Enablers
DIAGNOSING LEARNER CHARACTERISTICS Identification and organization of those learner characteristics which apply to your evolving definition of reading and language arts.	1. Diagnosing Learners. By examining various sources of data, determine a given learner's status in each category of learner characteristics.	1. Learners and Instructional Decisions. Identify those instructional decisions which require information about learner characteristics. 2. Categories of Learner Characteristics. Identify and organize general categories of learner characteristics. 3. Sources of Learner Data. Identify and collect multiple sources of data, including direct observation of the learner, examination of existing records, and administration of teacher-made tests, for each general category of learner characteristics. 4. Classification of Learner Data. Classify data on given learners into useful categories for decision-making. 5. Interpretation of Learner Data. Use elementary procedures for interpreting learner data.

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RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT III

Unit Description	Competencies	Enablers
SETTING OBJECTIVES Specification of desirable learning outcomes given your definition of language arts.	1. Instructional Goals. Prepare a set of instructional goals consistent with your definition of language arts. 2. Performance Objectives. Select or create performance objectives for given learners to facilitate the attainment of instructional goals. 3. Task Analysis. Where appropriate, analyze objectives into component tasks. 4. Instructional Sequencing. Sequence the instructional objectives (tasks) in accord with the characteristics of the learner and the subject matter.	

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RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT IV

Unit Description	Competencies	Enablers
PLANNING LEARNER ASSESSMENT Planning assessment of learner behavior in order to refine objectives, plan strategies, select resources, and organize for instruction.	1. Indicators of Achievement. List pupil behaviors valid for assessing progress toward each instructional goal. 2. Instruments for Data Collection. Select or develop efficient, valid, and reliable means of collecting information on pupil performance.	1. Procedures for Information Collection. Demonstrate familiarity with widely differing means of collecting pupil performance data. 2. Use of Instruments. Demonstrate competence in using a variety of means for collecting information. 3. Planning for Pupil Performance Outcomes. Specify alternative courses of action for probable pupil performance outcomes.

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RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT V

Unit Description	Competencies	Enablers
PLANNING STRATEGIES Selection and development of strategies for helping pupils achieve the desired instructional objectives.	1. Selection of Instructional Strategies. Select, revise, or develop instructional strategies for given objectives and learner characteristics.	1. Varieties of Instructional Strategies. Describe a wide variety of instructional strategies in reading and the language arts. 2. Criteria for Instructional Strategies. Develop criteria for selecting instructional strategies.

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RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT VI

Unit Description	Competencies	Enablers
PLANNING ORGANIZATION Selection and development of plans for the use and distribution of available time, space, and individuals within the learning environment in order to achieve the desired objectives.	1. Selecting Organizational Patterns. Select, revise, or develop organization patterns for given objectives.	1. Varieties of Organizational Patterns. List and describe a wide variety of organizational patterns appropriate for use in the language arts. 2. Criteria for Organizational Patterns. Develop criteria for selecting organization patterns.

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RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT VII

Unit Description	Competencies	Enablers
PLANNING USE OF RESOURCES Exposure to a wide range of instructional resources available for use in achieving instructional objectives.	1. Selection of Potential Resources. Select, revise, or develop resources for given objectives.	1. Varieties of Potential Resources. List and describe a wide variety of resources in reading and the language arts. 2. Criteria for Selecting Resources. Develop criteria for selecting resources.

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RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT VIII

Unit Description	Competencies	Enablers
INTEGRATING THE LEARNING ENVIRONMENT Exposure to techniques and procedures for integrating strategies, organization, and resources to achieve the objectives.	1. Integration of Instruction. Develop an instructional segment integrating all of the instructional elements. 2. Evaluation Plan. Plan for evaluation of the selected instructional elements.	

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RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT IX

Unit Description	Competencies	Enablers
IMPLEMENTING Experience in putting instruction into operation with learners.	1. Instruction with a Pupil. Develop totally new instructional segment for an elementary pupil (including a plan for learner assessment and management) and place into operation, modifying as needed. 2. Instruction with a Group. Do same for a group of elementary pupils.	1. Plan for Implementation. Discuss in detail the events one would expect in implementing the instructional segment. Modify the plan in light of problems which become apparent. 2. Instruction with a Peer. Put the instructional segment into operation, using a peer or other person as the learner. During the instruction, modify plan as needed.

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RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT X

Unit Description	Competencies	Enablers
EVALUATING Practice in using variety of evaluation techniques for making decisions regarding changes in the instruction.	1. Data for Evaluation. During implementation, gather data needed for evaluation. 2. Evaluation. Review each instructional decision in view of data collected during implementation.	

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RELATE COMPETENCIES AND ENABLERS STATEMENT--UNIT XI

Unit Description	Competencies	Enablers
REVISING Utilization of all of the above competencies in order to make changes in the instruction as dictated by the evaluation.	1. Instructional Changes On the basis of the evaluation, make adjustments, whenever appropriate, in the instruction and its underlying assumptions. 2. Assessment. Implement and assess the effect of the adjustments.	

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RELATE COMPETENCIES STATEMENT

Conclusion

In addition to the unit competencies and enablers, each student is expected to develop the following general competencies and attitudes:

General Competencies:

1. Identify and correct inconsistencies between and among each step of the instructional process.

2. Articulate a rationale for the decisions made at any given step of the process.

3. Abandon learned techniques and adopt, adapt, or invent new ones when circumstances warrant.

Affective Goals:

1. Evidence positive affect toward competency-based process approaches to teacher education, RELATE coursework, elementary education, elementary pupils, reading and language arts, and the teaching profession.

2. Voluntarily engage in critical self-evaluation.

3. Accept peer and instructor evaluation constructively.

4. Evidence a voluntary level of inquiry.

5. Evidence a disposition toward flexibility and growth.

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